

Indiana's Response to Intervention Academy



No Child Left Unconnected

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5/12/09

Supported by a grant through the Indiana Department of Education and offered
through the Collaborative Problem Solving Project at the Blumberg Center at
Indiana State University

Components to Consider

- ✓ Leadership
- Evidence-based core curriculum, instruction, & interventions/extensions
- Assessment and progress monitoring system
- Data-based decision making
- Cultural responsiveness
- ✓ Family, community & school partnerships

Integrated System for Academic and Behavioral Supports

Tier 3:

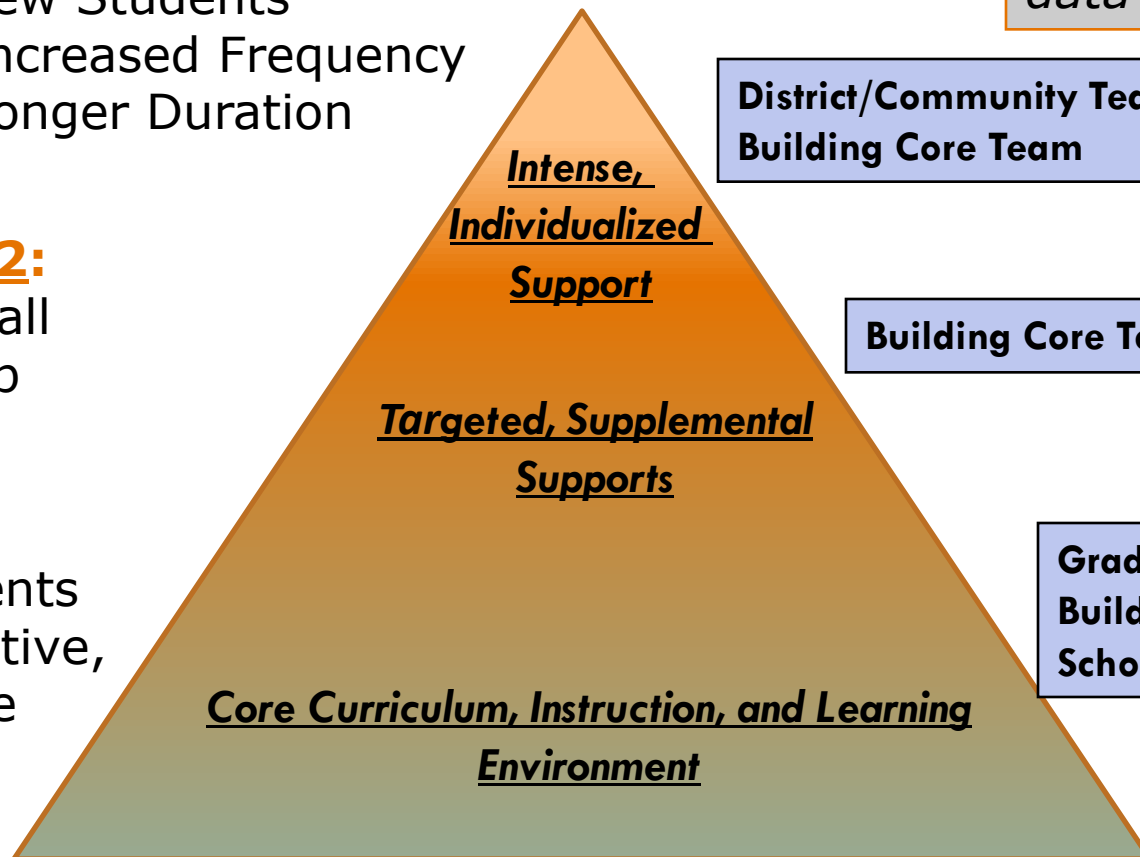
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:

- Small Group

Tier 1:

- All Students
- Preventative, Proactive



District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

Services across tiers are fluid and data-driven

Preview: Connecting My Presentation to Indiana's Vision of RTI

- Collaborative Leadership by a School Improvement Team that facilitates and guides the improvement process (including RTI)
- Collaborative faculty teams that assess data and target interventions to improve student learning for all children
- Student progress is monitored through weekly grade level collaborative meetings and bi-monthly faculty sessions
- "No Child is Left Unconnected" through targeted interventions with faculty and school-wide activities

No Child Left Unconnected



Faculty Connections



“Nothing Improves
Without Attention”

School Improvement Team

- 2 administrators, 6 teachers, 2 parents
 - Team protocol
 - Guide school improvement efforts
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Grade Level Collaboration

- School Improvement Team representative facilitates collaboration
- Every Monday during lunch/recess = 50 minutes
- Student Learning
- School-wide Initiatives
- Staff feedback and evaluation
- Housekeeping

Bi-Monthly Collaboration

- Contractual after-school time = 30 minutes
- School-wide consensus process
- Teaching strategies discussion

In-service/Professional Growth

- Teacher led presentations
- Teacher workshop sharing
- Teacher committee work

Connections Through Student Learning



RTI Process

RTI

Response to Intervention

(Response to Instruction)

Response to Intervention is the process of ...

- providing evidence-based instruction to all students
- using data to identify at the earliest opportunity the educational and behavioral needs of students
- using a multi-disciplinary, problem-solving team to assess needs and develop plans for those students in need of targeted, research-based, supplemental interventions
- monitoring such a student's response to those interventions, and
- adjusting the interventions necessary to allow the student to meet the identified learning target(s).

Definition from Indiana DOE

Why RTI?

- RTI is based on the primary goal of Academic Achievement for ALL students.
- RTI helps schools implement No Child Left Behind and the Individuals with Disabilities Act.
- RTI is a national mandate for all K-12 schools.

Response to Intervention

What is RTI

For all Students

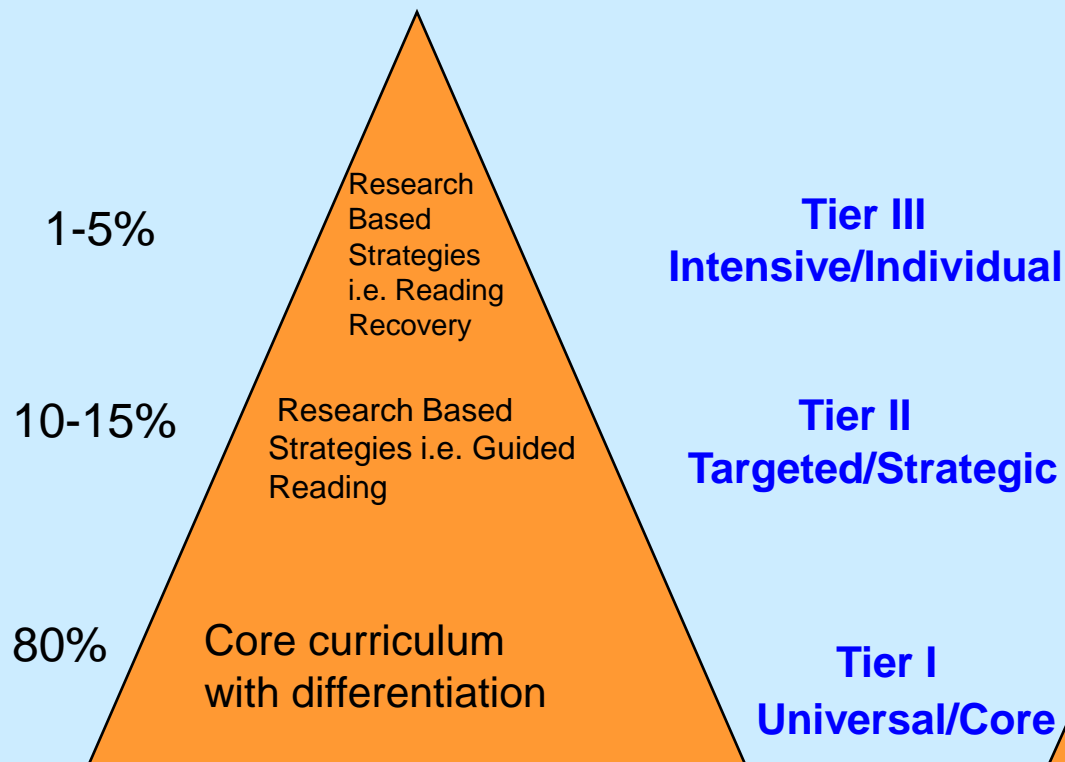
- Instruction Strategies
- Charting Student Progress (learning) (frequently assess progress)
- Process Strategies (Intensity)
- Time & Group Size & Ratios (student/teacher)
- Collaborative Support for Learning
- Differentiation
- Proactive Support
- Tiering
- Integrated Data-based Decision-Making at the Tier – using a variety of assessments as a school and in the classroom

What RTI is Not!

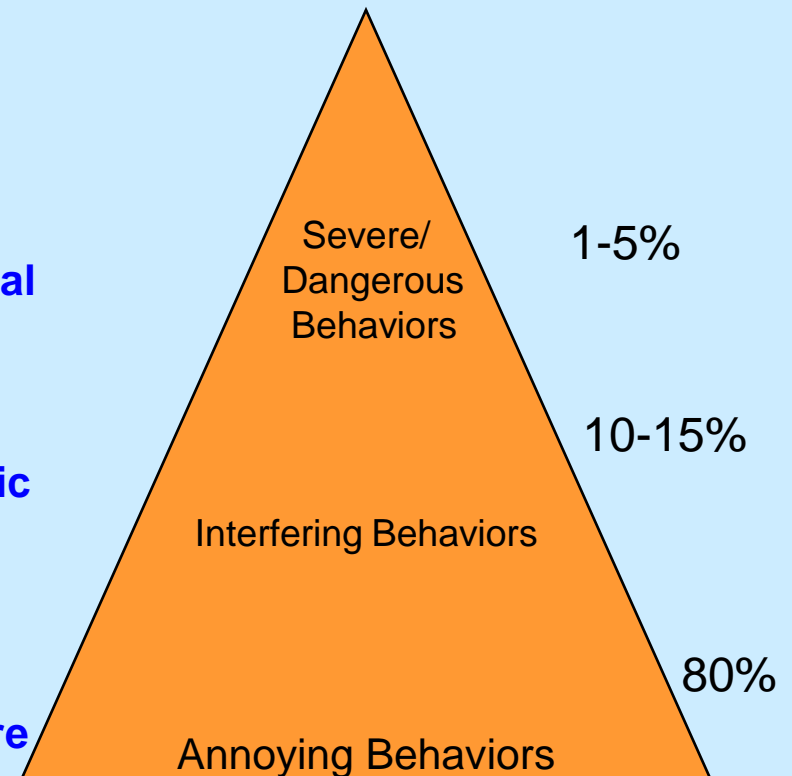
- Special Education (IEP only)
- Teaching Everyone the Same
- Doing It by Yourself

Multi-Tier Intervention Approach

Academic Systems



Behavioral Systems



Tiers of Instruction

Tier 1 Universal/Core – for all students

- Universal Screening – All students will be screened using a variety of instruments (i.e. ISTEP, MAP, or District Benchmarks)
- Core Curriculum based on standards delivered with fidelity (as intended) and intensity (frequency)
- Evidence based instructional strategies
- Differentiated instruction
- Identify students below an established benchmark
- Curriculum-based measurements (CBM)
- 80% Rule: 80% of students should be in this tier

Tier 2

Strategic Interventions

- Individual or Small Groups (no more than 5 students)
- These interventions are in addition to the Core Curriculum
- This group is students that are unresponsive to the core instruction
- Match intervention to the student
- Increase intensity of instruction (3-5 times a week)
- Frequently assess progress (at least weekly)
- No more than 10 – 15 % of students should be in this category

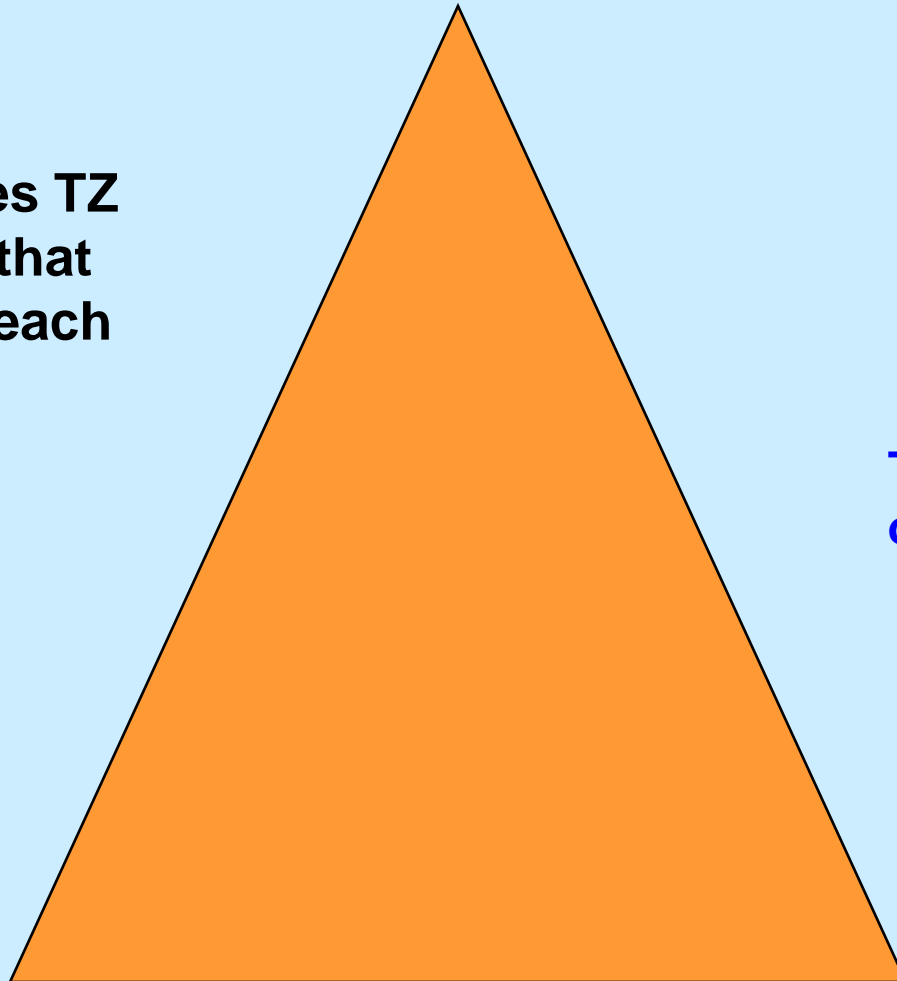
Tier 3

Intensive Intervention

- Individual Students or Small Groups (2-3 students)
- These interventions are in addition to the Core Curriculum
- Increase frequency (how often) and duration of the intervention
- No more than 1 – 5 % of students should be in this Tier
- Specialized approaches
- Progress monitoring
- Evaluate interventions to determine the effectiveness
- Change or discontinue the intervention based on progress monitoring

Pyramid of Instruction

Brainstorm:
What type of
resources does TZ
have in place that
would fit into each
tier?



**Tier 3 (1-5% of
our students)**

**Tier 2 (5 -10% of
our students)**

**Tier 1 (80% of
our students)**

Behavioral Interventions

Examples of Deer Meadow's Behavior Flow Chart were used for In-service
– TZ's interventions completed in April are listed below

Annoying Behaviors – Level 1

If student...

- Shows passive off-task behavior
- Talks out of turn/shouting out
- Rocks, tilts, or falls out of seat
- Does not follow directions
- Talks to neighbors without permission
- or distracts others
- Has a poor attitude, is rude or has an inappropriate tone or volume
- Teases other children

Possible Consequences

Teacher may choose to...

- Give a visual, or non-verbal physical prompt
- Move closer to the student
- Move the student to another seat in the classroom
- Ask the student to apologize to the class
- Ask the student to walk at recess
- End the activity for that student

Note: most Level 1 misbehaviors will be handled by the teacher's classroom management system.

If the classroom management actions are exhausted, or the inappropriate behaviors have become more severe, Level 2 consequences will be given.

Interfering Behaviors – Level 2

If the student...

- Exhibit chronic Level 1 behaviors
- Shows passive or active defiance
- Bullies or threatens other students
- Lies
- Argues with the teacher or talks back
- Does not accept responsibility quickly and/or appropriately
- Engages in inappropriate physical contact. For example, play fighting, pushing & poking

Possible Consequences

Teacher may choose to...

- Move the student to another seat in the classroom
- Take privileges away from the student
- Have student model the appropriate behavior
- End activity for the student
- Make a behavior plan for student
- Send a letter home or make a phone call home
- Initiate a student/parent/teacher conference
- Send student to time-out in another classroom

If a child has chronic Level 2 behaviors or a child commits a Level 3 offense, then one of the Level 3 consequences will be given.

Severe or Dangerous Behavior Level 3

If student...

- Displays continued or more intense Level 2 behaviors
- Does not follow directions or is showing significant defiance
- Swears
- Physically hurts another child
- Exhibits harassing or bullying behavior
- Steals
- Displays dangerous behavior or throws things
- Destroys or vandalizes school property
- Throws a fit

Possible Consequences

Teacher/Principal may choose to...

- Take privileges away from student
- Have student replace damaged items
- Serve time-out in a designated "time-out" room or in the office
- Write a formal behavior plan for the student
- Initiate a student/parent/teacher /principal/counselor conference

TZ's RTI Task Force will be our SIT Team

RTI Process

- Overview of RTI – learning what it's all about
- Do readings, research, and have discussions about RTI
- Draft a framework for TZ's RTI model
- Tweak the model, based on data, as implementation progresses
- Share findings with staff and locate teacher training opportunities, as needed

Role of Teachers

- Support development of TZ's process
- Encourage and support quality professional growth opportunities
- Take ownership of the process to ensure student success
- Seek out and share quality resources
- Collaboratively identify and address barriers to learning

TZ's RTI Focus for 2008 – 2009

- Work on strengthening Tier 1 strategies
- Differentiation research
- Share differentiation strategies
- Develop behavior framework

No
Child
Left
Unconnected

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graph TD; C((No Child Left Unconnected)) --- C1[Cubs Tutoring]; C --- C2[Community Outreach]; C --- C3[Family Connections]; C --- C4[After-School Sports]; C --- C5[Garden Club]; C --- C6[Puttin' On the Hits]; C --- C7[Staff Connections]; C --- C8[Math Challenge]; C --- C9[Student Recognition]; C --- C10[Professional Growth]; C --- C11[Academic Teams]; C --- C12[Foreign Languages]; C --- C13[Student Council]; C --- C14[Fine Arts]; C --- C15[Fitness Fanatics];
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Cubs Tutoring

Community
Outreach

Fitness
Fanatics

Family
Connections

Fine Arts

After-School
Sports

Student
Council

Garden Club

Foreign
Languages

Puttin' On the
Hits

Academic
Teams

Staff
Connections

Professional
Growth

Math
Challenge

Student
Recognition

“Puttin’ On the Hits” – Connecting with Music & Dance

Puttin' On the Hits 2009

- Connection with Classmates, Parents, Music, & Dance
- 1997-10 Acts & 40 Students
- 2009-33 Acts & 160 Students
- Three Sold-out Shows (750 seating capacity)
- 125-150 DVD's of the Show Sold
- Fundraiser of Over \$5000



Students Involved: 160

Student Connections through Recognition of Personal Achievement

- Perfect Attendance
- Honor Rolls
- Peace Award
- Citizenship
- SOAR

Students Involved: 445



Academic Team Connections

- Spell Bowl
- Science Bowl
- Geography Bee
- M.A.T.H. Bowl
- Debate Team



Students Who Tried Out: 410
Students Involved in Finals: 66



Student Council Connections

- Service Projects
- Leadership Opportunities
- Organizational Skills
- “Honor Council Status”

Students Involved: 25



Faculty- Student Connections

- Each Teacher Targets 2-3 Students in Need of Connecting with Someone
- Each Staff Member Connects with 2 Students for the Year
- Purpose: To Connect Students with an Encouraging & Supportive Adult

Students Involved: 55-60



Fitness Fanatics – Connections through Exercise

- Students Walk Laps on a 1/3 Mile Paved Trail during Recess
- School Goal “Walking Around the World”
- Students Receive Awards for Miles
- Average Student Miles/Year = 54

Students Involved: 460



Garden Club – Connections with Nature through Hard Work

- Students in Need of Camaraderie, Guidance, and Getting Dirty
- Handle School Landscaping
- Water Plants & Manage School Greenhouse
- Mulch & Weed Courtyard
- Learn Work Ethic, Responsibility, and the Sense of Team

Students Involved: 12-15



Foreign Language & Cultural Connections

- Connections with DePauw University Spanish Students during Weekly Lessons
- “Thursdays Around the World” – Understanding Different Cultures

Students Involved: 50



Connections Artistically Through Music and Art

- 5th Grade Choir-1st Semester with Holiday Performances
- 4th Grade Choir-2nd Semester with Spring Performances
- Students Connect with their Art Teacher in making Teapots, Snowflakes, Textured Mugs, Birdbaths, & Wind Chimes

Students Involved: 100



Exercise Connections Through After-School Sports

- Connections with Varsity Athletes and Coaches as Role Models
- Volleyball-GHS Varsity Volleyball Team
- Rope Jumping
- Wrestling-GHS Wrestling Team
- Fitness Intramurals

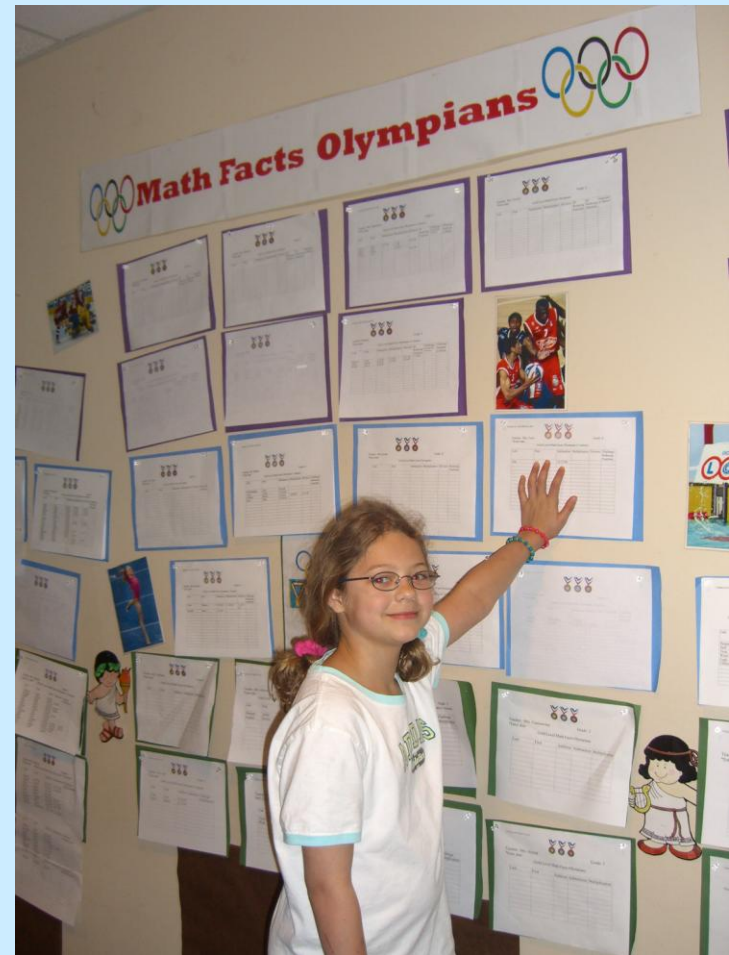
Students Involved: 320



Math Challenge Connection

- Weekly Timed Computation Test
- Students Tested in Addition, Subtraction, Division, Multiplication, & Reducing Fractions
- Awards & Recognition Given during Lunch

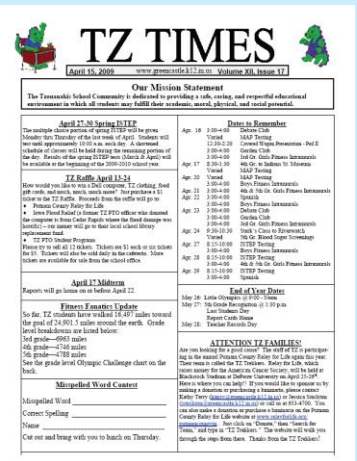
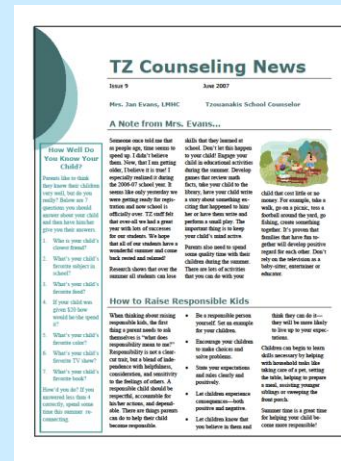
Students Involved: 460



Family Connections

- "Meet the Teacher Night"
- Parent/teacher Conference
- TZ Times & Misspelled Word
- Refrigerator Magnet
- Book Fair Nights
- SOAR Breakfast
- Counselor Connects through Her Newsletter "TZ Counseling News"
- TZ Webpage
- Coming Soon – "TZ All Pro Dad's Club" Fall 2009-2010

Students Involved: 460



Community Outreach Connections

- “Nothing But Nets” Program for African Children
- Riley Hospital Projects
- Iowa Flood Relief
- Relay for Life
- Restocking the Community Food Bank

Students Involved: 460



Connections through Professional Development

- Teachers & Instructional Assistants Make More Effective Student Connections due to Workshops/In-services
 - Inclusion
 - Autism – Asperger's Syndrome
 - Motivating the Unmotivated Learner
 - RTI-Response to Intervention
 - Connecting Boys to Books
 - Conference on High Ability Students
 - Diversity/Cultural Differences



Social Connections

- Mix-it-up Day
- Spirit Days



Students Involved: 460



Take Home: Connecting My Presentation to Indiana's Vision of RTI

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